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ABSTRACT

Aim of the Zip Pak for the third reader level is to improve the migrant child's interest in reading. This Zip Pak consists of special stories for boys using boys' ideas, and stories for girls using their own experiences. Behavioral objectives of the lessons are to have the child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The stories for boys were developed by two boys, aged 9 and 12, over a period of four weeks, using interviews and writing sessions. Two stories about the personal experience of two third grade girls were developed. This teacher's manual consists of two lesson plans for using the stories and directions for administering, scoring, and interpreting the pre- and posttest. (NQ)

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ZIP PAK

for

THIRD READER
LEVEL

(Teacher's Manual)

Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC000057

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

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(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
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Monterey, San Benito, Santa Cruz Counties, California

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1968

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FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
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Philosophy

The migrant child has need of special reading material related to his personal life. At this stage of the child's development, we feel that special stories for boys and other stories for girls are important considerations. With this in mind, we have developed a story for boys using boys' ideas, and stories for girls, using their own experiences.

Behavioral Objectives

1. To have the child indicate 10% happier faces on the Post-test.
2. To have an equal number of blame-self, blame-others on Post-test.
3. To have 25% more praise-self on Post-test.

Evaluation

A. The Pre-test

Questions 1 through 7 comprise an interest survey to help in creating stories related to the personal life of a particular child.

Question 8 is a test showing in a graphic way the child's feelings concerning special school subjects. The most important behavioral objective in our project is improving the child's interest in reading. This will be evidenced by the choice of a happier face on the Post-test as compared to the Pre-test.

Questions 9 - 13 consist of choices dealing with praising self - praising others, and blaming self - blaming others.

1. Administration

Give the test at the start of the reading lessons. There is no time limit; however, most children should finish in less than 20 minutes.

2. Scoring.

The scoring for Question 8 is accomplished in this way: each face is given a weighted score, ranging from 5 points for the happiest face to 1 point for the saddest face. To score, simply add up all the weighted scores. (See scoring sheet, page 3.)

Questions 9, 10, 11, and 13 are Praise Self - Praise Others types. Questions 12 and 14 are the Blame Self - Blame Others type. To score, place a check mark next to each answer indicated by the pupil. (See scoring sheet, page 3.)

3. Interpretation.

For Question 8, the aim is for the child to have a higher total weighted score on the Post-test, reflecting an improved attitude toward school, especially in reading.

For Questions 12 and 14, the migrant child should have an equal number of Blame Self - Blame Others checks on the Post-test. Since this child has been told in many ways that he is "no good," he will probably be inclined to have more Blame Self than Blame Others checks on the Pre-test. The aim of this program is to improve his self-esteem to the point where he is realistic enough to place some of the blame on others.

For Questions 9, 10, 11 and 13, the child should have a greater number of Praise Self rather than Praise Others on the Post-test. As mentioned above, the migrant child is more apt to consider others in a better light than himself; therefore, the goal in this Zip Pak is to increase his feeling of self-worth to the point where he will feel that many of the events in his environment are going well because of his own activities. In other words, he will have a gain in the number of checks he places in the Praise Self category.

B. The Post-test.

The Post-test is administered at the end of the booklet, either individually or in a group, and is identical to the pre-test in every way except that Questions 1 - 7 have been omitted for obvious reasons.

Scoring Sheet

Question 8	Pre-test Points	Post-test Points
Science		
Arithmetic		
Art		
Music		
Social Studies		
Reading		
Physical Education		
Health		
Total	____	____

Place a check next to each answer checked by the child

Pre-test		Post-test	
Praise Self	Praise Others	Blame Self	Blame Others
9 a	9 b	12 a	12 b
10 b	10 a	14 b	14 a
11 a	11 b		
13 b	13 a		
Totals ____	____	____	____

Lesson Plans

Special Stories for Boys

The objective of the packet is to have the child indicate a happier face on the Post-test as compared with the Pre-test. To develop the story, the investigator used two boys, one age 12 entering the fifth grade, with a reading level of 2^2, and the other, age 9 entering the fourth grade, with a reading level of 3^2. The idea of models came from the older boy, and the idea of the contest came from the younger child. The story developed over a period of four weeks, using interviews and writing sessions with the children.

There are vocabulary words that are not third grade level, but these were in the speaking vocabulary of the children. These words are identified and are listed in the glossary and the helps.

Using ideas and words from these two migrant children, the investigator hopes that the story will be of interest to the migrant boys of this age and this reading ability. The basal texts seem to be girl-oriented, and the migrant boy has enough difficulties in reading without this further discouragement.

Zip Pak, pages 7 and 8

To introduce the story, have the child look at the picture and ask if he has a hobby. Then tell him that this booklet is different from other reading books in that it is his to take with him if he leaves before he finishes it, and he may write in the book and use it for his own.

Tell the student that the story is about two boys and their experiences with their model cars. Then have the child read page 7 and work

the exercises on page 8. The student can work these exercises by himself. Since the idea is to have the child have a good experience in reading, do not grade the papers, just check them over and discuss them with the child.

Zip Pak, pages 9 - 12

Have the child read pages 9 through 11 and work just the lower section of page 12, a matching exercise of Spanish phrases and English phrases. The upper section is a game in which the student finds the name of a car and uses the first letter to spell the names of the dragsters in the story, the Root Beer Wagon and the Little Red Wagon.

Zip Pak, pages 13 - 16

Have the child read pages 13 and 14. It may be necessary to help him with some of the words in this section. The child can then do the exercises on pages 15 and 16. The glossary and the self helps should be used by the child.

Then ask the child to finish the story in his own words. This is the core of the booklet, because it asks the child to complete the story and it also shows if he relates to the story. After he has completed his ending, discuss it with him and see if:

1. He uses any of the new vocabulary
2. He enjoys reading this type of story about boys and things in which they are interested.
3. He would like to read other stories that have real life situations in them.
4. He would like to write a story about something that happened to him.

Read the ending as developed by Richard and Joe, and compare ways in which his story is similar and ways in which his is different from theirs.

Ending of Story as Developed by Richard Hidalgo and Joe Salas:

When they arrived at the airport, the boys knew they didn't have far to go. They could hear the motors of the dragsters as soon as they got off the plane, because the strip was one of the old runways of the airport.

The boys walked up to the judges' stand to see if they were expected, and the announcer immediately announced to the crowd, "Ladies and gentlemen, we have with us today two special guests, Joe Salas and Richard Hidalgo, the winners of a model car contest in Salinas. They will be our guests for the day. They won the contest by making the models of the Root Beer Wagon and the Little Red Wagon. These cars are here today, driven by John Nakard and Bob Hanger."

After the boys had been given some hot dogs and hamburgers and other goodies, they settled down to watch the drags. There were several close races that were exciting. The last event was a lap race between the Root Beer Wagon and the Little Red Wagon. At first it seemed the race would be just like "their" dream, and the cars changed lead at least three times around the oval, but as they came to the finish line, the Little Red Wagon pulled ahead to win the race. The boys were a little disappointed because they wanted the race to be a tie, as they knew it would be from their dream. But such was not the case.

The boys were allowed to go down to the winner's circle and present the trophy to John Nakard. The cars looked very big and real cool up against their models.

After the excitement died down, the two drivers took the boys for a run down the straight track in the cars. It was a drag race ...Richard watched the speedometer as John stepped on the gas...80, 90, 100, 110, 120 miles an hour. As he looked to the side, the Root Beer Wagon was right beside them. Joe waved at Richard and then it was over. They had crossed the finish line at the same time. Their dream had come true!

The boys still felt the excitement as they got off the airplane at the Salinas airport. Richard's mother and Joe's parents were waiting for them to take them home. It had been a real day. Tomorrow they would go to Speede and thank the man and tell him about their trip.

Zip Pak, page 16

This page is an exercise using the words introduced in the story. Ask the child to use as many of them as he can in sentences. He may use the glossary. The lower section is a synonym exercise again, using the words introduced in the story.

Zip Pak, page 17

Page 17 is a sequence exercise. Ask the child to list the events of the story in order.

Lesson Plans

Special Stories for Girls

Our survey of reading interests in the third grade has shown that boys and girls have decidedly different tastes in subject matter. We have developed two stories about the personal experiences of two third grade girls.

In discussing with migrant children what they liked and disliked about moving around from place to place, we got a brief outline of things that really happened. The story about "A New School - A New Friend" was told to the teacher. The story was written in a rough draft by her and at another personal interview the little girl helped rewrite it, enlarging and adding details and conversation.

The story "Rosa's Fuzzy Surprise" is a true story told by a little girl as an example of one of her most thrilling experiences. Pet stories seem to be of particular interest to girls. Both stories deal with feelings that these girls felt were especially REAL to them.

As enrichment activities, they greatly enjoyed poems that dealt with these same feelings.

Story I: Rosa's Fuzzy Surprise

1. Introduction - Readiness for the story

   Tell the child that this story is about when a little girl got some pets. Relate to child's own experience. Talk about when she was most thrilled by a surprise. Talk about how to care for pets.

2. Introduction - Vocabulary

   Tell the child the sight words.

   Help her with the word-attack words as they are linguistically developed.

   Discuss concepts of both sight words and word-attack vocabulary.

3. Silent reading

Questions to be answered after the child has read the story silently;

A. What woke Rosa up from a sound sleep?

B. What time of day was it?

C. Where did they come from?

D. How did Rosa take care of her surprise?

E. What was her wish at the end of the story?

4. Rereading for a special purpose

A. Locate the answers to the questions in the story.

B. Prepare for oral reading to the class.

C. Sequence (place on the blackboard)

Write numbers in front of the sentences showing what happened first, second, third and fourth.

_____ The kittens got too fat and lazy.

_____ Rosa wondered what the noise in the box was.

_____ Bertha told her she could keep them.

_____ The kittens woke up from their nap.

5. Comprehension skills

See pages 7 through 11 in the Zip Pak for the various exercises.

6. Enrichment activities: poetry*

A. A Kitten - Eleanor Farjeon, page 89.

A very good poem for pantomime with a few costume props.

B. Tiger - cat Tim - Edith H. Newlin, page 90.

A very good poem for group dramatization.

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* Time for Poetry, compiled by May Hill Arbuthnot, Scott, Foresman & Co. Chicago, Illinois, 1959.

C. Cat - Mary Britton Miller, page 94.

Excellent for pantomime with costume. Costume should be limited to stockings on hands, pipe cleaner whiskers, ears and tail.

D. The Cat's Tea-Party - Frederick E. Weatherly, page 259.

Excellent for group dramatization.

E. I Love Little Pussy - Mother Goose, page 88.

F. Three Little Kittens

These poems can be used in many ways; for group choral readings, overhead projector for reading or writing instruction, tape recordings used for listening activities, tape recordings for pantomime, class choral reading or memorization for prompting pantomime and group dramatization. There are endless activities for art work.

Story II: A New School - An Old Friend

1. Introduction - Readiness for the story

Tell the child that this story is about a real little girl and her special friend. Inquire about the child's feelings about friendships and her friends. Discuss moving away and leaving your friends behind.

2. Introduction - Vocabulary

Give the child the sight words (See page 17 of the Zip Pak)

Help her with the word-attack words as they are linguistically developed.

Discuss concepts of both sight words and word-attack vocabulary.

3. Silent Reading

Questions to be answered after the child has read the story silently:

A. Why did Esther get up so early before she went to school?

B. Why was she given an allowance?

C. What was special about this day?

D. How did Esther feel about this day?

E. Why did Esther feel so "important" in the story?

F. How did Esther make people like her?

G. Why do you think Esther waited for all the other children to get out of the bus first?

H. Were the other children nice to Esther?

I. What was Esther's surprise?

J. What was the joke on her?

4. Rereading for a special purpose

A. Locate the answers to the questions in the story.

B. Prepare for oral reading to the class.

C. Sequence (place on the blackboard)

Write a number 1 in the space before what happened first, the number 2 before what happened second, and co on.

_____ They could be very close friends.

_____ Esther ran back into the house to get her bathing suit and towel.

_____ Esther and Rosa jumped rope together.

_____ Esther looked for her new room at school.

D. Discuss orally or written:

Did you like Esther in the story? Why?

Do you think Esther likes to go to school?

What do you think that she liked the very best at school?

What do you like the most about your favorite friend?

What do some children do that makes you not want to play with them?

What do you do when you want to make a new friend like you?

What do you do when children are unkind to you?

5. Comprehension skills

See pages 15 through 16 of the Zip Pak.

6. Enrichment activities: dramatizations

A. Poem "My Shadow" - Robert Louis Stevenson* page 239

Read silently and prepare to read orally or dramatize before the class with the aid of another smaller child. Dress smaller child in black, imitating every gesture. Let the children decide how they should act out the ending of the poem.

B. Poem "The Months" - Mother Goose

Group dramatization

Choose twelve children to represent the months of the year. Give each child a large square of cardboard on which he must paste the large letter of the first letter of his month. They may illustrate their month in some way typical of that month.

Each child memorizes the two lines about his month.

All twelve children stand in front of the class or walk into the room in line with their cards turned backwards.

January flips his card over and recites the two lines of the poem; the remaining months respond in order. The backs of the cards could have the numbers of the year.

* Time for Poetry, compiled by May Hill Arbuthnot, Scott, Foresman & Co., Chicago, Illinois, 1959.

A living New Year's c rd can be acted out by having these children go from room to room at their school. A more elaborate show could be staged by having the children wear hats depicting their month.

C. Poem "Mrs. Brown" - Rose Fyleman, page 248*

Pantomime - individual child

Overhead projector - class participation

choral reading

Tape the poem for children to act it out in pantomime. Since girls like to dress up in mother's clothes and high heeled shoes, have the girls bring their dolls to school. There are six children in the poem, 2 girls and 4 boys. Each girl acts out the poem as the tape records the voice.

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* Time for Poetry, compiled by May Hill Arbuthnot, Scott, Foresman & Co., Chicago, Illinois, 1959.

Word List for Boys' and Girls' Stories

1. argue
2. Arizona
3. brought
4. carefully
5. celery
6. cheering
7. chewing
8. chores
9. contest
10. conversation
11. decide
12. disappointed
13. disbelievingly
14. discussed
15. enter
16. exactly
17. favorites
18. finally
19. important
20. interested
21. judge
22. jungle gym
23. kitchen
24. kitten
25. leave
26. perfect
27. Phoenix
28. piece
29. recess
30. recognize
31. record
32. remember
33. replied
34. roar
35. saucer
36. scold
37. screech
38. shout
39. square
40. squeaky
41. stretch
42. tangled
43. thermos
44. think
45. though
46. thought
47. tight
48. tongue
49. trouble
50. wondered